

## **French curriculum 2023-2024 by Rachel Stevens**

### **Outline**

Details of my French curriculum is aligned to the 12 statements of language learning outlined in the DfE programme of study and includes the three pillars of language learning – **vocabulary**, **grammar**, **phonics**. The progressive scheme also incorporates **cultural awareness** and learning in a fun and creative way. It shows progression across the 3-age groups KS1, LKS2, UKS2.

Across the course of the year there will be fun ways to learn about French culture and traditions. Depending on time and/or resources additional cultural learning will be encouraged through a French breakfast. In addition, some of the following events that mark the French calendar will be covered across all year groups during the year (these may be subject to change at any time during the year):

La Galette des rois (Jan)

La chandeleur (Feb)

Mardi Gras (pre-Easter)

Pâques (Easter)

Poisson d'avril (April)

Bastille day (July)

Le jour d'armistice (November)

Noël (December)

### **Well-being and supporting good mental health**

In line with the Trust's focus on "well-being", many of the topics covered in this year's curriculum include activities and content to support well-being. These are some examples of ways in which this is covered (not an exhaustive list):

- Discussing feelings in French
- Encouraging friendships and working together in groups or partner work
- Songs, dancing and actions
- Craft and creative activities
- French food sampling
- Ideas for healthy eating
- Ideas for physical activities
- Focusing on celebration

## **Topics for 2023-2023**

### **KS1**

#### **AUTUMN 1 Years 1&2**

- Introductions and le petit chaperon rouge

#### **AUTUMN 2 Years 1&2**

- Fruits and healthy eating
- Christmas traditions and celebrations in France.

#### **Spring 1 years 1&2**

- La galette des rois (King's Cake tradition)
- In my town

#### **Spring 2 years 1&2**

- Pâques (Easter)
- Animals

#### **Summer 1 years 1&2**

- Family and "Le radis énorme" (The enormous turnip)

#### **Summer 2 years 1&2**

- Je peux (hobbies)

### **Lower Key Stage 2**

#### **Autumn 1 years 3&4**

- Je me présente (I present myself)

#### **Autumn 2 years 3&4**

- Noël (Christmas)
- Family

#### **Spring 1 years 3&4**

- Mardi Gras and le poisson d'avril
- Chez moi (My home)

#### **Spring 2 years 3&4**

- En classe / a l'école (school)

### **Summer 1 years 3&4**

- Quel temps fait-il ? (weather)

### **Summer 2 years 3&4**

- Le salon du thé / food and drink

## **Upper Key stage 2**

### **Autumn 1 years 5&6**

- Pleased to meet you

### **Autumn 2 years 5&6**

- School life
- Le jour d'armistice (Armistice day)

### **Spring 1**

- La chandeleur – Shrove Tuesday
- A table ! (restaurant)

### **Spring 2**

- En ville / French town

### **Summer 1**

- Hobbies/sports

### **Summer 2**

- Holiday plans/travel
- Bastille Day

## Curriculum detail

### KS1

#### AUTUMN 1 Years 1&2

##### Introductions and le petit chaperon rouge

##### Description

Children will learn to listen carefully and be able to understand a familiar fairy tale recounted in the foreign language using picture and word cards.

##### Learning objectives

- I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear.
- I can remember nearly all the words for the picture cards in French and find it easier when I have a word bank.

Recycling meeting and greeting phrases and asking and answering “What is your name?”

Recycling language to say how you are feeling.

Recycling counting and colours

##### Vocabulary focus

Colours, names of characters (nouns from the story)

##### Grammar focus

Learning indefinite and definite articles

##### Phonics focus: CH OU ON OI

- **CH** sound in **Chaperon, bouche & bûcheron**
- **OU** sound in **rouge, loup & bouche**
- **ON** sound in **Chaperon, maison & bûcheron.**

##### Skills

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

#### AUTUMN 2 Years 1&2

Cultural lesson – “Le jour d’armistice” To learn about Armistice Day in France and understand the differences between how we commemorate armistice day in the UK compared to France.

## Fruits and healthy eating

### Description

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like. They will learn the items in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of fruit from a market stall.

### Learning objectives

- I can repeat and recognise most of the ten fruits in French with their correct article.
- I can attempt to possibly spell five of these words unaided from memory with good accuracy.
- I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.
- I can say in French which of the ten fruits tables I like and dislike, but I may need a model answer.

### Phonics focus

#### CH OU ON OI

- **OI** sound in **poire**
- **Silent letters.** We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French.
- **Liaison.** Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in **les** is pronounced in **les oranges** and **les abricots** as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **fraise, orange, poire, prune, cerise & abricot**. Made from the back of the mouth, not the front.

### Grammar focus

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **une**. Understanding that the plural definite article/determiner is **les** in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.

Using Je voudrais....

Learning how to give opinions. Aimes-tu...?

J'adore / J'aime / Je n'aime pas.

### Vocabulary focus

Names of the fruits, please and thank you.

## Skills

Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as **carottes**, **tomates**, **bananes**). Having enough language from memory to perform a short role play.

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in French including a simple opinion.

## End of the term: Cultural lesson on “Noël” – Christmas traditions and celebrations in France.

In this lesson the children will learn about the main differences between how the French celebrate Christmas compared to in the UK. They will also learn some key Christmas vocabulary.

## Spring 1 years 1&2

### Cultural lesson on La Galette des rois (The King’s cake)

A lesson to learn about this tradition which takes place on Jan 6<sup>th</sup> each year.

## In my town

### Description

Pupils will learn the vocabulary for 7 key places in a town. Pupils will have the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.

### Learning objectives

- I can attempt to name up to seven places from the town in French with their correct article/determiner but may need support from a teacher and/or the vocabulary sheet first if/when attempting the spellings.
- I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.
- I can say at least one short phrase using the verb ‘il y a’ (there is) and a place from the town in French with support from a teacher and/or by listening to the audio files first.

### Vocabulary focus

The seven nouns for places in the town plus their appropriate indefinite article/determiner. Structure of ‘il y a’ (there is) in a sentence with the nouns.

### Phonics focus

- **ON** nasal sound in **bonjour**
- **OU** sound in **boulangerie**

- **Guttural 'R'**. Becoming more familiar with the French 'r' sound as seen in **boulangerie** and (**jus d'**) **orange**. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English!

### Grammar focus

Nouns & articles/determiners. We will start to notice that in French there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' in French. **Un cinéma** (a cinema) but **une école** (a school). We will see that this happens a lot in French and learn why in future units

### Skills

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation. Learning how to build a short simple sentence in French using 'il y a' (there is), an indefinite article/determiner (**un** or **une**) and a noun (in this unit a place from the town).

## Spring 2 Years 1&2

**Cultural lesson: Easter "Joyeuses Pâques" Learning about Easter traditions in France and how Easter is celebrated and identifying the differences between our two countries.**

### Animals

#### Description

In this unit pupils will learn 10 familiar animals and be introduced to the 1<sup>st</sup> person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

#### Learning objectives

- I can attempt to name up to ten animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings.
- I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.
- I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French.

## Vocabulary focus

The animal nouns in French plus their appropriate indefinite article/determiner. 1st person conjugation of the verb **être** (to be), **je suis** (I am). All listed on Vocabulary Sheet.

## Phonics focus: CH OU ON OI

- **CH** sound in cheval.
- **OU** sound in souris & mouton.
- **ON** sound in cochon & mouton.
- **OI** sound in oiseau.
- **Silent letters**. The 'D' is not pronounced in canard and the last 's' is not pronounced in souris.
- **Nasal sounds**. Starting to explore the four French nasal sounds (**on**, **un**, **in**, and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.

## Grammar focus

Nouns, gender, article/determiners and verbs. To learn that nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners: **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.

## Skills

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to look out for cognates such as **lion** (lion) using pictures to help. Learning how to build a short simple sentence in French using 1st person conjugated verb **je suis** (I am), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

## Summer 1 years 1&2

### Family and the story "le radis énorme"

To learn the names of family members

To say who is in your family and using "J'ai" or "Je n'ai pas"

To answer the question "Do you have rothers or sisters in your family?"

To recycle names of animals from the story.

## Vocabulary focus

Family names, animal names. Using "Voici" as a sentence starter.

Learning definite and indefinite articles for the family nouns.

Using basic size descriptions – grand or petit.

## Grammar focus:

Using J'ai for I have. Using "Je n'ai pas » for I don't have.

Using "le or un" for a male person or "la or une" for a female person.

### Phonics focus

"oi" in voici.

"CH" in chien and chat.

"ien" in chien.

"I" as in radis

Liaison - Silent letters.

### Skills

To join in with the story and copy off actions to show understanding.

To build confidence in being able to say who is in your family.

To answer the question "As-tu des frères ou des sœurs ? »

## SUMMER 2 years 1&2

### Je peux (hobbies)

#### Description

Children will learn 10 familiar activities that they are or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

#### Learning objectives

- I can attempt to name up to ten action verbs in French but may need to look at the vocabulary sheet first if/when attempting all the spellings.
- I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.
- I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.

### Vocabulary focus

Ten different high frequency action verbs linked to common activities.

### Phonics focus: CH OU ON OI

- **CH** sound in chanter.
- **OU** sound in jouer d'un instrument.
- **Silent letters**. 'X' is one of the 6 most commonly silent consonants in French. The "x" in **peux** is therefore not pronounced.

- **Nasal sounds.** Starting to explore the four French nasal sounds (**on, un, in, and an**). These sounds do not exist in English and are made through the nose not the mouth! Words like **danser** and **chanter**.

### Grammar focus

Modal verb plus infinitive. Learning that Je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.

### Skills

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French.

## French curriculum 2023-2024

### LOWER KS2

#### AUTUMN 1 years 3&4

#### Je me presente

##### Description

By the end of this topic pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

##### Learning objectives

- I can understand and use set phrases to talk about myself and ask others for simple information in return.
- I can understand numbers 1-20, count and use them out of sequence.
- I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.

### Vocabulary focus

Numbers 1-20 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.

### Phonics focus: I IN IQUE ILLE

- **IN** sound in **cinq**
- **I** sound in **huit, dix, Patrick, habite & Paris**
- **Silent letters.** 'S' is not pronounced in **appelles, ans, Paris, Londres** or **habites**. This often happens when 's' is the final consonant in a word.
- **Liaison.** When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in **je suis anglais/anglaise** (pronunciation will change when an 'e' is added to the end of **anglais**). The 's' in '**suis**' transforms and almost sounds like a 'z'.
- **Elision.** As seen in **je m'appelle**. Dropping of the last letter of a word (in this case the 'e' in **me**) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

### Grammar focus

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female.

### Skills

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.

## AUTUMN 2 years 3&4

### Cultural lesson on "Noël" – Christmas traditions and celebrations in France.

In this lesson the children will recall some Christmas knowledge from previous years and sing a familiar French Christmas song. They will also use their knowledge of colours and adjectives to design and describe their own Christmas jumper in French.

### Family

#### Description

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular.

## Learning objectives

- I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.
- I can say the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.
- I may need help with changing the verb from from 'I am called' to 'he/she is called'.
- I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.

## Vocabulary focus

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are. All on the Vocabulary Sheet.

## Phonics focus: I IN ILLE IQUE

- **IN** sound in **cinq & cinquante**
- **I** sound in **famille, Lisa, Jacqueline, petite & fille**
- **ILLE** sound in **famille & fille**
- **IQUE** sound in **unique**
- **Silent letters.** The final consonant ('s') is not pronounced in **appelles, ans, soeurs, mes grands-parents, les** or **parents**. This often happens in French.
- **Elision** in **je m'appelle/il s'appelle/elle s'appelle/j'ai**. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in **me** or **se**) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.

## Grammar focus

**Nouns, articles/determiners & possessive adjectives.** Exploring possessive adjectives in French with a focus only on 'my'. Understanding that there are three words in French **mon, ma, mes** for our one word 'my' in English.

## Skills

We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.

## Spring 1 years 3&4

Cultural lesson : Mardi Gras – learning about this famous carnival celebration across France and why it is important.

Cultural lesson : Poisson d'avril – learning about the significance of this April 1<sup>st</sup> tradition.

### Chez moi (my home)

#### Description

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

#### Learning objectives

- I can say and write whether I live in a house or an apartment with high accuracy.
- I can say and write where my house or apartment is after I have heard the options available to me.
- I can repeat and recognise most of the ten rooms of the house with their correct gender in French. I can possibly spell over half of these words unaided from memory with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

#### Vocabulary focus

Basic personal details will be revisited including the high frequency 1st person singular verbs **je suis**, **je m'appelle**, **j'ai**, **je suis** and **j'habite**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **j'habite dans** and **chez moi il y a ...** and **chez moi il n'y a pas de**. All on the Vocabulary Sheet.

#### Phonics focus: É E È EAU EUX

- **E** sound in **appartement**
- **EAU** sound in **bureau**
- **Silent letters**. The 's' is not pronounced in many words like **dans**, **habites**, **mais** and **bains** the 't' is not pronounced in **et**. These two consonants are often silent when they are at the end of words.
- **Elision**. **J'habite**. Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

#### Grammar focus

Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles **un** and **une**. Revisiting also 1st person singular high frequency verbs **je m'appelle**, **j'ai**, **je suis** with a particular focus on **j'habite** from the verb **habiter** a regular ER

verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**il y a** and **il n'y a pas de/d'**) structure.

### **Skills**

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

## **Spring 2 years 3&4**

### **En classe / l'école / pencil case**

#### **Description**

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

#### **Learning objectives**

- I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner.
- I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.
- I can recall in spoken and written form what I have and do not have in my pencil case.

#### **Vocabulary focus**

12 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The three options for 'my' in French. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de...** ('I don't have'). This is all listed on the Vocabulary Sheet.

#### **Phonics focus: I IN IQUE ILLE**

- **I** sound in **livre, calculatrice & ciseaux**.
- **Accents**. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word.
- **Silent letters**. Hearing and seeing the silent consonants on the end of French words: **des ciseaux**
- **Elision**. **J'ai**. Dropping the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

#### **Grammar focus**

Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from revisiting **j'ai**... ('I have') to learning the negative option **je n'ai pas de**...('I do not have') in French.

### **Skills**

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply.

## **Summer 1 years 3&4**

### **Quel temps fait-il? Weather / Giving a weather forecast**

#### **Description**

By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

#### **Learning objectives**

- I can repeat most of the weather vocabulary presented to me in class with good pronunciation and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.
- I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.
- I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.

#### **Vocabulary focus**

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a French weather map. This is all listed on the Vocabulary Sheet.

#### **Phonics focus: É E È EAU EUX**

- **E** sound in **le & de**
- **EAU** sound in **beau**
- **Silent letters.** The 'd' is not pronounced in **chaud**, 's' is not pronounced in **dans & mauvais** and the 't' is not pronounced in **fait & vent**. These letters are often silent at the ends of words.
- **Elision.** As seen in **l'est**. the 'e' has been dropped in **le** as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes.

## Grammar focus

Use of *il y a* & *faire* in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.

## Skills focus

To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.

## Summer 2 Years 3&4

### Salon du thé / food and drink and ordering in a restaurant

#### Description

By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea-room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

#### Learning objectives

- I can repeat, remember, and attempt to spell most of the items typically offered in a French salon de thé with their correct article/determiner but I may need a word bank to support me.
- I can attempt changing a singular noun to a plural noun in French.
- I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options.

#### Vocabulary focus

A wide range of common food, snacks, and drinks available in a typical French salon de thé. The transactional language required to order and pay for food/drink all listed on the Vocabulary Sheet.

#### Phonics focus: I IN IQUE ILLE

- **IN** sound in **cinquante**.
- **I** sound in **sandwich, limonade, grenadine & brioche**.
- **Silent letters**. Hearing and seeing the silent consonants on the end of French words: **voudrais, croissant, chocolat & lait** but noting that **cent** is an exception!

## Grammar focus

Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how

to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.

### **Skills**

To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.

### **UKS2 – Years 5&6**

Children in UKS2 will also be spending their time during their French lessons writing to their French penfriends. On a regular basis the children will also have the opportunity to speak via Googlemeet in a classroom setting to their French penfriends to practise their French speaking skills.

### **Autumn 1 years 5&6**

#### **Pleased to meet you / C'est moi and Où habites-tu ?**

#### **Description**

In this unit the children will apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge from Y3 and Y4. They will recycle language about describing themselves, their appearance, their age, where they live and their nationality, learn to express their emotions and to talk about the future, using two different tenses. Discussions about future career preferences will also be discussed. The idea is to be able to speak about and write a paragraph in more detail about yourself to others.

#### **Learning objectives**

Recognise the difference between English and French future tenses; understanding verb conjugation, learning how to turn a verb into its negative form and create a detailed description about yourself.

#### **Vocabulary**

Saying your name

Describing yourself

Être (je suis)

Job names

Various infinitive verbs (some chosen from the 100 high frequency French verbs)

## Phonics

Elision - J'habite

« S » e.g. Je suis, anglais

« an » e.g. anglais, grand

« oi » e.g. moi, trois.

## Grammar

Remembering adjectival agreements – feminine / masculine e.g. grand/e, petit/e, content/e, anglais/e.

Verb conjugation of etre and avoir.

To learn the negative – ne and pas and say what you are not e.g. Je ne suis pas anglaise.

## Skills

To be able to confidently ask and answer questions about yourselves and pronounce words correctly.

To be able to read, translate and make sense of a detailed description of someone.

## Autumn 2 years 5&6

**Cultural lesson – “Le jour d’armistice” To learn about Armistice day in France and understand the differences between how we commemorate armistice day in the UK compared to France.**

## School life

### Description

To learn the names of items in a classroom, use a variety of prepositions to describe the layout of a classroom. Learn the names of school subjects and say which subject is your favourite and which you don't like. To learn about the school day in France.

### Vocabulary

Names of school equipment, names of school items, names of school subjects.

Asking where something is “Où est... ?”

Prepositions to say where things are in the classroom.

## Grammar

Learning pronouns – il / elle – using the appropriate one to replace the nouns.

Learning positional language (prepositions) to say where something is.

Using Il y a as a sentences starter to formulate a detailed description of what your classroom looks like.

Asking “Quelle est ta matière préférée ? »

Responding with « Ma matière préférée est ... »

## Phonics focus:

“Oï” – voici, armoire

Elision – L'école.

## Skills

To be able to confidently read a detailed description, highlight the different word groups – nouns, prepositions, pronouns, adjectives, understand the meaning and even substitute these words.

## Spring 1 years 5&6

Cultural lesson – La chandeleur (Shrove Tuesday) – learning about this tradition in France, learning the names of the different pancake toppings and being able to say which their favourite is.

## A table ! (focusing on food and café/breakfast items/ general food)

### Description

Children will learn new food vocabulary and recycle food words already learnt in previous years. They will understand how to describe these items using size, quantities, colours and other describing words, showing understanding of French grammatical word order rules. They will use their knowledge to design a café menu and then practise and perform a role play in small groups or partners ordering food.

### Learning objectives

Listen and respond to topic vocabulary.

Answer questions orally using the vocabulary.

Write an answer in a sentence using a modelled sentence.

Use a multilingual dictionary to research and find new food words.

Take part in a role play using the phrases and vocabulary learnt to say you would like to have some of these foods and applying good pronunciation skills.

### Vocabulary

Names of food

A variety of adjectives to describe food.

Words and phrases used for ordering food.

Conjunctions – mais/aussi/et

### Grammar

Masculine/feminine, singular and plural nouns

Definite articles (le/la/les)

Adjectival endings when describing the foods and drinks.

Responding to “Qu’est-ce que vous désirez ? »

Je voudrais, s’il vous plait, merci.

C’est combien ?

### Phonics focus

Silent last letters – s, t, d

Liaison (dropping the sound of the final consonant when followed by a vowel).

Oi – croissant, boisson, poisson, petits pois and drawing a word cloud.

Ch – chou-fleur, chocolat, champignons

I – riz, frites, confiture

### Skills

To confidently pull together all previous year’s knowledge to create and perform a role based around ordering food, using phrases learnt and applying good grammar rules and pronunciation. Being able to read and identify words and their word groups in a paragraph.

## Spring 2 Years 5&6

### Let’s visit a French town / En ville

#### Description

Learning new words for places in a town and recycling words already learnt. Applying previous year's learning of vocabulary, grammatical understanding and pronunciation to be able to write clearly about what your town looks like, saying what there is and isn't in the town and saying whether you like it.

Saying what there is and is not in the town (using negative) Il y a / il n'y a pas de

Indefinite articles (un/une/des)

Conjunctions (et, aussi, mais)

Plural forms

### Vocabulary

Names of places in a town.

Names of modes of transport.

Adjectives to describe different places.

Conjunctions.

Intensifiers (assez, très)

### Phonics focus:

Oi – voici

« ll » ville, tranquille

« an » grand

« in » magasins

« e » - cinema

Liaison - Silent letters

Mais, beaucoup, assez, intéressant,

liaison - ...est historique, et un ..., et il y a ..., et aussi, Je vais en...

### Grammar

Conjugation of être

Negative form of verbs

Making nouns plural

## **Skills**

To confidently describe your own town using detailed language – conjunctions, prepositions and plural forms. Saying what there is and isn't in your town and giving your opinions. Saying how you get to different places using transport vocabulary. Using adjectives to describe the places and intensifiers (assez, tres) to give more detail and remembering adjectival agreement of feminine and plural nouns and their correct adjectival position.

Also being able to read and understand a detailed description of a town and identify the different word groups.

## **Summer 1 years 5&6**

### **Hobbies / Je fais du sport !**

#### **Description**

In this topic children will be able to apply previous year's knowledge to describe what they like and don't like to do. They will be able to use different weather types to say what they like to do depending on the weather and day and revise clothes words to say what clothes they will wear when doing their sport.

At the end of the topic children will listen to and adapt a story: Antoine le paresseux.

#### **Vocabulary focus**

Names of hobbies

Days of the week

J'adore/J'aime/Je n'aime pas/Je déteste

Jouer and faire, porter.

Weather types.

Clothes names.

#### **Grammar focus**

Saying which sports you play and do or don't play or do

À + definite articles (au, à la)

De + definite article (du, de la)

Conjugation regular verbs (-ER): je joue, je ne joue pas

Faire (je fais, je ne fais pas de)

Answering Tu aimes...?

Conjunctions.

### Phonics focus

-er (jouer)

É - (velo, pétanque)

En – il y a du vent

Eau – il fait beau

Ch – il fait chaud

Oi – il fait froid

Ll – il y a du brouillard

## **Summer 2 Years 5&6**

### **Cultural lesson – Bastille Day**

**Understanding the history of Bastille day and how it is celebrated now.**

### **Holidays / plans and travel**

#### **Description**

In this topic the children will pull together all of their previous years learning to describe in detail what their holiday plans are. They will be able to say or write about a holiday, using the simple future tense and say where they are going, who they are travelling with, when and how. Higher achievers will be able to give more details around what they will do on holidays using a variety of verbs and phrases.

#### **Vocabulary focus:**

Country names

Transport names

Family names

Days of the week.

#### **Grammar:**

The simple future tense – On va or Je vais plus various verb infinitives e.g.

On va partir / aller / regarder / acheter / manger / marcher / visiter etc.

Answering the questions : « Que fais-tu en vacances ? »

« Ou vas-tu en vacances ? »

« Avec qui vas-tu en vacances ? »

« Comment vas-tu en vacances ? »